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**Phonics**

**Sequencing Rationale**

The curriculum design of phonics includes letter-sound correspondence, short vowel, long vowel, endings, hunk and chunks, rhyming, syllables, and fluency. When looking at the best way to sequence phonics you can think back what you learned first in kindergarten and all the way up to third grade or you can look at it logically.

First you need to learn letter-sound correspondence. The first step is to know all the letters in the alphabet and the sounds that go with each sound. Students need to be able to recognize letters and be able to create the sound of each letter before learning to sound out words or read.

Next, students need to know all the short vowels. Students should be able to recognize all the vowels and be able to create the sounds of each short vowel. Students will then learn the pattern for short vowel words, constant-vowel-constant. Knowing this, students should be able to recognize short vowel words and be able to sound them out.

After the short vowels, students will learn the long vowels. Students should be able to create the sounds of each long vowel. Students will then learn the pattern for long vowel words, constant-vowel-constant-vowel. Knowing this, students should be able to recognize long vowel words and be able to sound them out. At this point students are beginning to learn how to read on their own.

Students now can recognize and read words with short vowels and long vowels, so now the endings need to be taught. There are many endings students need to know. When teaching the endings it also becomes a review of short vowel words.

Now things are expanding and becoming more challenging. Words are getting longer and contain hunk and chunks. Hunk and chunks are taught next. Like endings, there are a lot of hunk and chunks to be taught. Students will identify hunk and chunks in words and be able to sound them out. Students will begin to read more challenging words at this point. This sequence does not only help with the students reading skills but their writing skills as well.

Now they know how to sound out words, the next step is rhyming. Students will identify rhyming words, write words that rhyme and identify the pattern in the rhyme. This skill will also help with the students writing skills.

Finally, students will be able to use syllable patterns and hunk and chucks to help sound out words. Now that they know how to sound out words, this will carry over to their fluency. Student should now have the skills to sound out or hunk and chunk unfamiliar words. Students have the skills and now they just need to practice those skill be reading, reading, and reading some more.